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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with a variety of topics, including the following: (1) effects of text on sentence understanding; (2) the effects of a visual literacy program on concept development and communication skills; (3) the effectiveness of teaching specialized vocabulary using a newly created textbook or traditional vocabulary development techniques; (4) the use of aural cloze technique to enhance vocabulary and listening; (5) the effect of guiding kindergarten and third grade children to verbalize formational strokes on their ability to reproduce letterlike forms; (6) the development of language comprehension through a language enriched center-based preschool program; (7) ways that experienced teachers integrate language arts, reading, and literature in the elementary school classroom; (8) the effectiveness of visual discrimination and copying in helping students to retain high frequency words; (9) the developmental course of preschool/kindergarten aged children's handwriting behavior; (10) a basis for coordinating an English program for grades 7 through 12; and (11) the effectiveness of hand puppetry in reading vocabulary instruction for first grade students. (HTH)

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English Language Arts Skills and Instruction:

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Abstracts of the following dissertations are included in this collection:

Cleland, Patricia Anna
WORD CONSCIOUSNESS, MEANING AND LEARNING TO READ

Denner, Peter Ryder
THE INFLUENCE OF SPONTANEOUS STRATEGY USE ON THE DEVELOPMENT OF PROVIDED AND GENERATED SELF-TEST QUESTIONING

Dyreson, Margaret McClane
EFFECTS OF TEXT ON SENTENCE UNDERSTANDING

Frazier, Louise Mathis
THE EFFECTS OF A VISUAL LITERACY PROGRAM ON CONCEPT DEVELOPMENT AND COMMUNICATION SKILLS OF THIRD GRADERS

Gold, Beverly F.
A COMPARISON OF THE EFFECTIVENESS OF TEACHING SPECIALIZED VOCABULARY THROUGH THE USE OF A NEWLY CREATED TEXTBOOK WITH THE EFFECTIVENESS OF TEACHING TRADITIONAL VOCABULARY DEVELOPMENT TECHNIQUES

Hasson, Elizabeth Anne
THE USE OF AURAL CLOZE AS AN INSTRUCTIONAL TECHNIQUE FOR THE ENHANCEMENT OF VOCABULARY AND LISTENING COMPREHENSION OF KINDERGARTEN CHILDREN

Hayes, David James
THE EFFECT OF GUIDING SIX-YEAR-OLD KINDERGARTEN AND NINE-YEAR-OLD THIRD GRADE CHILDREN TO VERBALIZE FORMATIONAL STROKES UPON THEIR ABILITY TO REPRODUCE LETTERLIKE FORMS

McGrath, Christine Louise
THE DEVELOPMENT OF LANGUAGE COMPREHENSION THROUGH A LANGUAGE ENRICHED CENTER-BASED PRESCHOOL PROGRAM

Maclaran, Rose
THE SEMANTICS AND PRAGMATICS OF THE ENGLISH DEMONSTRATIVES

Mass, Leslie Noyes
AN EXPLORATORY STUDY OF CHANGE: EXPERIENCED TEACHERS INTEGRATE LANGUAGE ARTS, READING, AND LITERATURE IN THEIR ELEMENTARY CLASSROOMS

Morse, Christopher
A COMPARISON OF AN ORAL-AURAL METHOD AND A TRADITIONAL METHOD OF DIRECTED VOCABULARY INSTRUCTION WITH SECONDARY STUDENTS

Mossburg, Jacqueline Rhea
A STUDY OF THE EFFECTIVENESS OF TWO METHODS OF PRACTICING HIGH FREQUENCY WORDS

Tan-Lin, Amy Shiou-Chien
AN INVESTIGATION INTO THE DEVELOPMENTAL COURSE OF PRESCHOOL/KINDERGARTEN AGED CHILDREN'S HANDWRITING BEHAVIOR

Tauriello, Robert James
CURRICULUM PLANNING: A BASIS FOR COORDINATING A 7-12 ENGLISH PROGRAM

Wood, Jacalyn Kay
THE EFFECTIVENESS OF HAND PUPPETRY IN READING VOCABULARY INSTRUCTION FOR FIRST-GRADE STUDENTS

WORD CONSCIOUSNESS, MEANING AND LEARNING TO READ

CLELAND, PATRICIA ANNA, PH.D. *University of Toronto (Canada)*, 1981.

The purpose of this study was to investigate the nature of the relationship between a pre-reader's degree of word consciousness, the meaningfulness of a verbal stimulus and his success in learning to read that stimulus. Word consciousness was measured on an oral sentence segmentation task and a word recognition task. Meaningfulness of words was measured using a modified form of the oral production of associates task and validated using a network model of semantic memory. Success in beginning reading was determined with the use of a flash card task.

Two separate experiments were carried out. In the first, eighteen pre-readers who were just beginning their Senior Kindergarten year (mean age 62.9 months) were tested in a repeated measures design using nouns as stimulus words. In the second, fourteen pre-readers who were completing their Junior Kindergarten year (mean age 57.8 months) were tested in the same way using functors as stimuli. The data indicated that for pre-readers, both boys and girls, highly meaningful nouns are recognized as words more frequently and read more easily than low meaningful nouns. In addition, pre-readers find it easier to learn to read nouns which they have recognized as words than nouns they have rejected. However, no evidence of a relationship between a pre-reader's success in beginning reading and his/her degree of word consciousness was found. For functors, no difference was found in the recognition task or the flash card task between high and low meaning words. In addition, for both groups of pre-readers, more than three quarters of the children could not attempt the sentence segmentation task. It is tentatively concluded that word consciousness is not a necessary pre-requisite for reading; rather, it is related to the child's knowledge of the meaning of linguistic constituents. Thus meaningfulness determines both awareness and readability.

THE INFLUENCE OF SPONTANEOUS STRATEGY USE ON THE DEVELOPMENT OF PROVIDED AND GENERATED SELF-TEST QUESTIONING Order No. DA8210184

DENNER, PETER RYDER, PH.D. *Purdue University*, 1981. 157pp. Major Professor: John P. Rickards

The present investigation was concerned with the development of questioning strategies among spontaneous and non-spontaneous strategy using students across three grade levels: fifth, eighth, and eleventh. On the day prior to the administration of the experimental treatments, the students at each grade level were screened for spontaneous use of an overt study strategy, such as underlining or notetaking. The students were asked to read a 10 paragraph text-like passage and recall the passage information, after which they were given 10-minutes of additional study time to interact with the text using any study activities they wished in order to increase their recall. Students who engaged in an overt study activity during the extra study interval were classified as spontaneous strategy users. The results indicated that the number of spontaneous strategy users significantly increased with age.

The second experimental session assessed the effects of experimenter-provided conceptual postquestions, student-generated postquestions, and no postquestions on the recall of superordinate concepts and subordinate details from a text-like passage. A separate analysis was conducted for the effects of spontaneous strategy use on performance at the lower grade levels. Recall efficiency was also measured. The results indicated that at each grade level provided conceptual postquestions significantly enhanced the recall of both main ideas and factual details. They also produced more efficient recall of main ideas per unit of time spent studying than simply reading the passage. The student-generated postquestions, on the other hand, only increased recall of factual details and did not increase recall efficiency compared to only reading the passage. The students asked to generate their own self-test questions produced mainly factual questions.

Contrary to prediction, spontaneous strategy use was not shown to influence the effectiveness of the questions at any grade level. Students classified as spontaneous strategy users, however, consistently outperformed the no-strategy students in recall of both main ideas and factual details. Several possible explanations were suggested to account for these findings.

EFFECTS OF TEXT ON SENTENCE UNDERSTANDING

Order No. 8201612

DYRESON, MARGARET MCCLANE, PH.D. *The Florida State University*, 1981. 199pp. Major Professor: Robert M. Gagne

At present, instructional designers have identified no student performances which economically and validly demonstrate an understanding of a passage of connected discourse. This study uses the Schank-Abelson model of conceptual processing (1977) to identify behaviors required for the construction of an adequate internal representation of a text message. The behaviors (construction of links relating text information) were used to identify those students who understand text from those who do not.

In an experimental study, a target sentence was embedded in full text, in beginning disrupted text, in end disrupted text and in a set of disjunct sentences. College students read the experimental materials and then responded to a test probing variations in the internal representation of the target sentence. Results show that a sentence embedded in full text is represented by links to defined types of text information, while the same sentence embedded in a set of disjunct sentences is represented only by sentence syntax links. Thus, the test does identify student performances that occur when connected discourse is understood.

Results also show that reading text with different kinds of disruptions caused systematic variations in the representation of a sentence. Such a finding suggests that reading difficulties may influence the representation of some kinds of information (text links) more than other kinds. Students were most likely to construct causal links. Causal links were found to be prerequisite to the adequate representation of all other kinds of text links.

THE EFFECTS OF A VISUAL LITERACY PROGRAM ON CONCEPT DEVELOPMENT AND COMMUNICATION SKILLS OF THIRD GRADERS Order No. DA8209299

FRAZIER, LOUISE MATHIS, ED.D. *Wayne State University*, 1981. 142pp.

The purpose of this study was to explore the effects of a structured visual literacy program on the development of concept formation, reading achievement, and writing skills. The questions to be considered were: (1) Can teaching for visual literacy contribute to the development of concept formation? (2) Can training in learning to read visuals help students learn to read print? (3) Can training in visual literacy contribute to the development of skills in written communication?

The program approach combined social studies content with communication skills and was aimed at evoking changes in the way visuals are perceived by students; emphasizing developmental thinking skills, logical reasoning, and inference.

For a period of ten weeks, students were asked to observe selected slides of Detroit scenes, and complete accompanying activity sheets. Discussion was a major part of the program.

Pre and post tests were administered. Participating teachers responded to open-ended questionnaires devised by the writer.

Data on concept formation and reading achievement were gathered from three subtests of the Stanford Achievement Test, Primary Level II, Forms A and B. The subtests were: (1) Reading, Part A, (2) Reading, Part B, and (3) Social Science. Writing development data was gathered from the Visual/Writing Test designed by the writer. Measurement variables for the writing were grammar, coherency, and sentence structure.

The t-Test for Independent Groups and the f-test of Variances were used to statistically test for significance at the .05 level.

Other data consisted of an evaluation of teacher responses to the open-ended questionnaires.

The subjects in this study were 166 third graders from eight classes in four elementary schools in the central section of Detroit. Four classes were in the experimental group, four classes were in the control group.

Students were matched as closely as possible on the basis of previously established reading levels.

Conclusions from major findings were: (1) There were no significant gains made by the experimental group in either concept formation or reading achivement that could be attributed to the visual treatment; (2) The greatest change was in writing development; (3) Although no statistically significant gains were made by the experimental group, observable differences as per gains warrant further consideration in future research efforts.

A COMPARISON OF THE EFFECTIVENESS OF TEACHING SPECIALIZED VOCABULARY THROUGH THE USE OF A NEWLY CREATED TEXTBOOK WITH THE EFFECTIVENESS OF TEACHING TRADITIONAL VOCABULARY DEVELOPMENT TECHNIQUES Order No. DA8205651

GOLD, BEVERLY F., PH.D. *The Union for Experimenting Colleges and Universities*, 1981. 239pp.

Involved in this study were one hundred students, content area teachers and reading specialist at an urban community college. First the need for a program of specialized vocabulary words was established; then the writing of performance goals in priority order was done according to a student-teacher survey. Next a specialized vocabulary textbook was designed including pre tests, words definitions and practice exercises. After this, the newly created book *Basic Vocabulary for the Behavioral Sciences: Sociology and Psychology* was pilot tested with summer school students. Adjustments were made where necessary.

The following fall semester, one hundred students who were enrolled in both a reading and at least one course in the behavioral sciences were designated as control and experimental groups of fifty each. The groups were matched as closely as possible by reading level, course load, and age. Both groups were instructed in reading skills; the experimental group was taught specialized vocabulary of the behavioral sciences while the control group was taught traditional vocabulary-development techniques.

At the end of the semester, pertinent data were collected and the results analyzed by the use of an *F* Test to determine if students who had completed a specially designed reading course which developed specialized vocabulary achieved a significantly higher grade at the .05 level in a psychology or sociology course than did comparable students who had been taught traditional vocabulary development techniques.

Statistical analyses indicate that students taught specialized vocabulary unique to the behavioral sciences and concurrently enrolled in psychology classes achieve significantly higher passing grades than do comparable students taught traditional vocabulary techniques. However, students taught specialized vocabulary of the behavioral sciences and are concurrently enrolled in sociology classes show no significant differences in passing grades when compared to students taught traditional vocabulary development techniques.

Reasons for this difference in results vary, but it is suggested that the major cause may be found in the instructional techniques used. In sociology, concepts are developed by class discussion, while in psychology, concepts are taught by the use of textbooks and lectures. Therefore, it can be inferred from this study that instruction in specialized vocabulary is an effective alternative to the teaching of traditional vocabulary development techniques for courses that are taught by lecture and textbook.

THE USE OF AURAL CLOZE AS AN INSTRUCTIONAL TECHNIQUE FOR THE ENHANCEMENT OF VOCABULARY AND LISTENING COMPREHENSION OF KINDERGARTEN CHILDREN Order No. DA8210498

HASSON, ELIZABETH ANNE, ED.D. *Temple University*, 1982. 109pp. Major Adviser: Dr. Harry J. Sheldon

The purpose of the present study was to determine the effectiveness of aural cloze as an instructional technique in improving kindergarten children's vocabulary and listening comprehension through the development of their ability to supply words deleted from orally presented materials.

In this study, the following questions were investigated: (I) Would instruction in aural cloze improve the children's vocabulary? (II) Would instruction in aural cloze improve the children's listening comprehension?

The subjects for this investigation were 39 boys and 38 girls comprising the kindergarten population of the Hillsdale School in West Chester, Pennsylvania.

The kindergarten students were assigned by the two kindergarten teachers to two a.m. and two p.m. sessions. One intact a.m. session taught by one teacher and one intact p.m. session taught by the other teacher were selected as the experimental group. The experimental group consisted of 40 subjects, 20 boys and 20 girls. The other intact a.m. session taught by one teacher and the other p.m. session taught by the other teacher became the control group. The control group consisted of 37 subjects, 19 boys and 18 girls.

As part of the on-going kindergarten curriculum, the teachers selected and read storybooks to the children. These storybooks were used in the construction of the aural cloze materials. Meaning-bearing words were systematically deleted from these storybooks. During the aural cloze instruction, the teachers read the specially prepared storybooks and stopped reading and looked at the children to signal that a word had been deleted. The children then supplied words which could complete the passage and still "make sense." Each word supplied by the children was discussed and its relationship to the context explored.

The children in the experimental group received the aural cloze instruction four days a week for ten weeks. The children in the control group were read the same storybooks which were used in the aural cloze instruction, but no deletions were made and there were no discussions of vocabulary. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school) UMI

THE EFFECT OF GUIDING SIX-YEAR-OLD KINDERGARTEN AND NINE-YEAR-OLD THIRD GRADE CHILDREN TO VERBALIZE FORMATIONAL STROKES UPON THEIR ABILITY TO REPRODUCE LETTERLIKE FORMS Order No. 8117897

HAYES, DAVID JAMES, ED.D. *University of Virginia*, 1980. 123pp.

Purpose. The purpose of this study was to determine whether treatments incorporating varied amounts of perceptual prompts during copying practice have a significantly different effect upon subsequent performance in reproducing model forms. Also considered in this investigation were the possible influences that varied amounts of perceptual prompts have upon occurring age differences in ability to reproduce model forms.

Procedures. Subjects for the study were 90 six-year-old kindergarten and nine-year-old third grade children from a rural primary school in Virginia. Subjects within each class were randomly assigned to one of five groups, each employing a different amount of perceptual training in copying letterlike forms: (1) subjects' verbalization of formational strokes; (2) demonstrator's verbalization of formational strokes; (3) nonverbal demonstration of formational strokes; (4) copying practice only; (5) control, no training. Each treatment consisted of a single training session.

On the day following the training session, subjects in each group were administered a letterlike form reproduction test, which utilized the same 12 letterlike forms used in training. Accuracy of reproductions was assessed by a judge trained for that purpose, based on pre-established scoring criteria.

A 2 x 5 factorial analysis of variance procedure was utilized to test the null hypotheses, set at the .05 level of rejection, of no differences in accuracy of form reproduction due to age or amounts of perceptual prompts. The Newman-Keuls sequential range test was utilized to further analyze significant F-ratios.

Findings and Conclusions. Based on statistical analysis of the data gathered in this study, the following conclusions were drawn: (1) In every case where nine-year-old third graders were given the same treatment as six-year-old kindergarteners, significant differences in mean scores of the groups were found in favor of the third grade children. (2) Providing children with no training in copying forms, or having them merely copy forms, produced less accurate reproductions than strategies which included verbal and/or nonverbal demonstrations of formational stroke sequence. (3) The treatment in which children verbalized formational strokes during copying practice was significantly more effective on accuracy in form reproduction than any other treatment. (4) Kindergarteners who verbalized formational strokes produced more accurate form reproductions than third graders who had copying practice only, or who had no training. (5) Kindergarteners who had copying practice only did not produce better reproductions than kindergarten children who had no training. At the third grade level, children who had copying practice only produced less accurate reproductions than children with no training. (6) Kindergarten children who had listened to the demonstrator's verbalization of strokes produced more accurate reproductions than kindergarteners who observed a nonverbal demonstration of stroke sequence. Third grade children who had listened to the demonstrator's verbalizations, however, produced less accurate reproductions than third graders who had observed a nonverbal demonstration.

THE DEVELOPMENT OF LANGUAGE COMPREHENSION THROUGH A LANGUAGE ENRICHED CENTER-BASED PRESCHOOL PROGRAM

Order No. DA8203952

McGRATH, CHRISTINE LOUISE, PH.D. *Boston College*, 1981. 151pp.
Director: Dr. William K. Kilpatrick

The purpose of this study was to determine if a language enriched, center-based preschool curriculum model could be designed which would develop language comprehension faster than a center-based model, in a group of special needs preschool children. In addition, this study compared the development of language comprehension and language expression in this group of preschool children.

Subjects for this study included thirty-eight special needs preschool children from a preschool program in a white middle class suburb of Boston Massachusetts. All children included in the study had been referred to the Special Education Department of this school system under Massachusetts Law Chapter 766. Only those children whose intellectual potential, as measured by a standardized intelligence test, to be developing to within normal limits were included in this sample.

Prior to treatment the *Peabody Picture Vocabulary Test* and the *Preschool Language Scale* were administered to all children. Children were matched according to their performance on these two pretest measures and assigned to either the language enriched experimental treatment or the center-based control group.

The curricula designed for this study included two models developed from the direct instruction philosophy of early childhood education. The daily curricula for both groups included three small group teacher directed learning centers. The content of these centers in the center-based control group included a readiness lesson, a perceptual motor lesson and a social development lesson. The language enriched, centerbased, experimental group offered three centers which included a language comprehension lesson emphasizing the semantic, syntactic or extralinguistic features of language comprehension, a language review center which presented the same concept using a fine motor approach and a third readiness center. Children in the control group were instructed by an early childhood specialist, and an instructional aide. The experimental group was staffed by a speech therapist, a special education teacher and a student intern. Children were exposed to these two models for three months.

Following the treatment children were posttested on an alternate form of the *Peabody Picture Vocabulary Test* and the *Preschool Language Scale*. Statistical analysis of this posttest data indicated that there was no significant difference between the mean language comprehension scores for the control group and the experimental group when adjusted for the effect of the pretest. The comparative analysis of the processes of language comprehension and language expression likewise resulted in no significant difference. This indicated that these skills were developing to a similar level in this particular group of children.

Children in both the control and the experimental group made significant gains in language comprehension as measured by these two language assessments. Three reasons are offered which may indicate why there was a lack of significant difference between the gains made by these two groups. First, both groups were exposed to a direct instruction approach. The related literature indicates that this approach is most successful with special needs populations. Second, both groups had a high teacher to pupil ratio. This has also been documented as highly beneficial in the literature as an early intervention strategy. Third, both groups had an identical parent component. Parents were visited by the staff on the regular basis and were required to observe their child in school. Parent support is also evidenced in the literature as very effective in successful preschool program development.

Future research in this area is needed to investigate the effect of direct instruction, teacher pupil ratio and parent involvement on the development of language comprehension before any conclusions can be drawn regarding the effectiveness of a language enriched, center-based model on the development of language comprehension in special needs preschool children.

THE SEMANTICS AND PRAGMATICS OF THE ENGLISH DEMONSTRATIVES

Order No. DA8210772

MACLARAN, ROSE, PH.D. *Cornell University*, 1982. 224pp.

The English demonstratives *this/these* and *that/those* occur as noun-phrase determiners (*these cats*), pronouns (*I like that*) and degree determiners (*this big*). They also have a variety of uses--deictic (*look at that*), anaphoric (*Fred says he won the Open. Do you believe that?*) and 'emotional' (*That McEnroe is amazing*). Their meaning, I claim, cannot be described in purely truth-conditional semantic nor in Gricean pragmatic terms: rather than contributing directly to the content of what is said it determines the context in which they are to be interpreted.

The syntactic facts suggest that the demonstratives must be lexically classified as both NP determiners and degree determiners, the demonstrative pronouns being derived from the NP determiners by general rule. Their semantic representation, however, is essentially identical across syntactic categories.

A comparison with other referring expressions shows that the demonstratives are definite, that they refer felicitously to known but non-salient entities, and that the proximate (*this/these*) is the marked or 'stronger' demonstrative. These differences, I argue, cannot be accounted for in terms of entailment. By using the expression *that cat*, rather than *a cat*, *the cat* or *this cat*, the speaker may say something inappropriate or misleading but will not thereby say something false rather than something true. In using a demonstrative the speaker does not describe the referent but instructs the hearer how to identify it.

AN EXPLORATORY STUDY OF CHANGE: EXPERIENCED TEACHERS INTEGRATE LANGUAGE ARTS, READING, AND LITERATURE IN THEIR ELEMENTARY CLASSROOMS

Order No. DA8207221

MASS, LESLIE NOYES, PH.D. *The Ohio State University*, 1981. 192pp.
Adviser: Professor Charlotte S. Huck

Nineteen elementary teachers who shared a common inservice experience were followed for two years to record any changes in beliefs or practices about integrating Language Arts, Reading, Literature in their own classrooms. Responses to three open-ended, in-depth interviews, an interview comparing videotapes of their own classrooms before and after the inservice program, comments from journals kept during the inservice program, and investigator notes and observations are compiled and analyzed for each teacher to discern patterns of change for each teacher and for the group of teachers as a whole. Changes in eighteen of the nineteen teachers are found in the goals they set for their Language Arts programs, the views they hold about the component parts of a Language Arts program and how to teach these parts, the ways they organize their classrooms to facilitate Language Arts learning, and their perceptions of their own change.

The direction of change for the group of teachers follows the direction reported in Growth and Development studies of teacher change. In addition, the nature of change for teachers in this study is one of trying out new ideas and activities, adding these ideas and activities to already existing curricula, reflecting on and refining these ideas over time, and eventually, replacing old curricula with new ideas and activities similar to the ones originally tried and added on. One teacher did not change during the two years of the study. This teacher and two teachers whose change was typical of the eighteen teachers who did change are presented as individual cases in the report of results of the study.

Because the research design of the study does not permit cause-effect conclusions, possible reasons for the lack of change for one teacher and the degrees of change for the eighteen other teachers can only be hypothesized. The unique features of the inservice program shared by the teachers in the study are identified and examined. The findings of the study raise a number of questions for further research, among them (1) the nature of change for experienced teachers and (2) the contributions of the unique features of the inservice program shared by the teachers in the study.

A COMPARISON OF AN ORAL-AURAL METHOD AND A TRADITIONAL METHOD OF DIRECTED VOCABULARY INSTRUCTION WITH SECONDARY STUDENTS

Order No. DA8203896

MORSS, CHRISTOPHER, ED.D. *Boston University School of Education*, 1981. 255pp. Major Professor: Thomas G. Devine

This study compared two methods of teaching English vocabulary, oral-aural and traditional, with sixty-six native English speaking students in intact college eleventh and college and general twelfth grade English classes at a small suburban high school. With the oral-aural method, students received new words, their definitions, and three sample sentences illustrating each one. Individual students were asked to pronounce the word, read aloud the sample sentences, and reply to teacher questions in full sentences using the new word. With the so-called traditional method, students received new words and a sample sentence illustrating each one. Students had to look up each word definition, divide the word into syllables, and write an original sentence for each word.

Initially subjects took Level F Form 1 of the *Gates-McGinitie Reading Test* and an eighty-word multiple-choice pre-test to measure how many of the words to be studied subjects knew already. Three lists were used: one for grade eleven, and two for grade twelve.

Through a counterbalanced research design, subjects served as their own controls. Subjects were taught ten words weekly by each method for four weeks each. Four weeks after instruction ended for each block of forty words, the appropriate half of the pre-test was given unannounced as a post-test to measure retention.

Results and Conclusions. (1) Neither method seemed superior. A one-way analysis of variance of post-test scores was not significant. The experimental hypothesis that students who learn vocabulary through an oral-aural method will retain words better than when they learn words through a traditional method could not be accepted. Pre-to post-test gains were also subjected to a one-way analysis of variance and found not significant. (2) Students preferred the oral-aural approach. Seven percent expressed no method preference, twenty percent favored the traditional method, and seventy-three percent favored the oral-aural method. While neither method appears better in aiding retention of words, student comments suggest that the oral-aural method helps substantially at the outset in learning new words.

A STUDY OF THE EFFECTIVENESS OF TWO METHODS OF PRACTICING HIGH FREQUENCY WORDS Order No. 8201893

MOSSBURG, JACQUELINE RHEA, ED.D. *Ball State University*, 1981. 139pp.

The purpose of this study was to compare the effects of two methods of practicing words: (1) visual discrimination and (2) copying. Both methods were designed to facilitate the retention of words. Two hundred fifty-four kindergarten subjects in twelve intact classrooms received twenty-five minutes of instruction on five high frequency words the subjects had failed to identify prior to the study. Each class was, then, divided into three groups which were stratified on the basis of the subjects' scores on the *Murphy-Durrell Letter Names Test*. Two experimental groups practiced the words in either a visual discrimination or copying task for ten minutes. The control group engaged in creative dramatics for ten minutes. The subjects were checked for recall of the five words, twenty-four hours after the initial teaching session.

Three null hypotheses were tested using a 2 x 2 x 2 x 3 fixed effect nonorthogonal analysis of variance. Subjects were identified as high or low scorers on the *Murphy-Durrell Letter Names Test*, younger or older than the median chronological age of the subjects in the study, as male or female, and according to the treatment group to which they were assigned. Tukey's HSD procedure was used to compute 95 percent confidence intervals to analyze the presence of a 2-way interaction involving treatment and sex. Males in the Copying Group recalled significantly more words than males in the Visual Discrimination Group or the control group. Females in the Visual Discrimination Group recalled significantly more words than females in the control group. Females recalled significantly more words than males in the Visual Discrimination Group and the control group. There was no significant interaction involving sex, age, and treatment; no one method was found to significantly facilitate word recall. No significant differences were found between the average number of words recalled by the younger or older subjects.

The major conclusion of the study was that males profited from copying words with chalk on a chalkboard while being directed to the distinctive features of the words.

AN INVESTIGATION INTO THE DEVELOPMENTAL COURSE OF PRESCHOOL/KINDERGARTEN AGED CHILDREN'S HANDWRITING BEHAVIOR Order No. DA8206504

TAN-LIN, AMY SHIOU-CHIEN, PH.D. *Southern Illinois University at Carbondale*, 1981. 188pp. Major Professor: Dr. Nancy L. Quisenberry

This study investigated the course of development in children's handwriting behavior. Both the handwriting process and handwriting product of preschool and kindergarten children were observed, analyzed, identified, described and reported in this study.

The Problem. Due to the fact that handwriting is one of the most neglected areas in educational research, handwriting instructional practice has historically been based on traditional procedures rather than research findings. From an educator's standpoint it is necessary to investigate the child's handwriting development in order to determine whether handwriting instructional practice is or is not proceeding in accordance with the child's developmental behaviors.

Purpose of the Study. The purposes of this study were: (1) To develop a process for observing and describing children's handwriting patterns. (2) To identify and describe children's handwriting patterns at age three, four, and five. (3) To describe children's handwriting deviations and inaccuracies from a developmental point of view.

The Sample. The sample for the study was composed of 110 white, middle/upper-middle class children between the ages of three and five. The children were in attendance at preschool or kindergarten in Indianapolis, Indiana.

Methodology. Each child was observed individually three times each over a four-month period of time. At each observation, children were asked to print, copy, and/or write the same writing tasks which consisted of their first and last names; several upper-class letters (O, H, F, J, A, W, R); several lower-case letters (v, f, g, a, b, h, n, z, y); numerals 1 to 10; a few words (DOG, ZIP, QUICK, fly, bus and pitching); and a sentence (My name is ...). A copying model for each writing task was presented to the child so that the task could be copied if the child could not print or write it on his/her own. The letters, words, names, and numerals the child printed, copied, and/or wrote and the process used in terms of the direction of stroke and sequence of strokes were observed, recorded and analyzed.

Analysis of the Data. Data were analyzed in terms of process, product, quality and quantity and reported by age groups.

Findings. The major findings of this study were as follows: (1) Children age 3.3 or younger could only scribble. Some children age 3.6 or older could print a few letters and numerals. (2) Most of the four-year-olds could print their first names and print or copy most of the letters and numerals requested. Some of them could write one or two simple words and most of them could copy words. (3) All five-year-olds could print their first names, print or copy almost all of the letters and numerals requested. Some of them could write a few words and almost all of them could copy words. (4) Children younger than the age of 4.6 used more separate, disconnected strokes to make letters and numerals. Children older than the age of 4.6 used more continuous strokes to make letters and numerals. (5) Younger children progressed more in quantity and less in quality over a four-month period of time. Older children progressed both in quantity and quality.

Conclusions. From the findings of this study, the following conclusions were drawn: (1) The overall development course of children's handwriting behavior from age three to age six seems to include the following sequential stages: (A) controlled scribbles; (B) discrete lines, dots, or symbols; (C) straight-line and circular upper-case letters; (D) upper-case letters; (E) lower-case letters, numerals, and words. (2) The older the children, the better quality of their handwriting products. The older the children, the greater quantity of their handwriting product. The greater quantity of their handwriting product, the more they have a tendency to print, copy, and/or write in the standard way in terms of the writing process and placement pattern of their handwriting. (3) A radical change seems to occur around the age of 4.6 in terms of the process, product, quality, and quantity of children's handwriting.

CURRICULUM PLANNING: A BASIS FOR COORDINATING A 7-12 ENGLISH PROGRAM Order No. DA8211677

TAURIELLO, ROBERT JAMES, ED.D. *State University of New York at Buffalo*, 1982. 274pp.

This study was conducted to answer the following questions: (1) What is the present status of a particular 7-12 English program? and, (2) What are the components of a sound curriculum planning process that, given the problem stated, would address the need for a more coordinated pattern in the English program?

The questions were addressed by the application of the descriptive method. Specifically, a close scrutiny was made of the available curriculum guides and the English Departments' Year-End Reports in order to discover what these documents could give as to the status of coordination within the program. Additionally, a questionnaire was designed and administered to solicit the responses of the twenty-one members of the 7-12 English staff relative to their perceptions of the status of the curriculum and ways of improving it. Six of these staff members were later interviewed. Also, in order to gather information regarding the District's background relative to plannning, an interview was conducted with the District's Assistant Superintendent of Schools. Finally, a thorough search of the literature of curriculum planning and curriculum planning in English was conducted.

The data gathered concerning Question # 1 clearly indicated that the particular program under study could benefit from more coordination, especially in the areas of content and skill sequencing, articulation, monitoring, and evaluating of curriculum, needs assessing, and curricular relevance. In sum, the study concludes that an inplace curriculum planning process would be useful for this 7-12 program.

The data gathered concerning Question # 2 indicated that the components of a sound curriculum planning process include: needs assessment, incorporation of information from current national and state guidelines; a built-in monitoring and evaluating device, formulation of goals and objectives; selection and organization of content and learning experiences; and a cooperative process of curriculum planning and revision.

THE EFFECTIVENESS OF HAND PUPPETRY IN READING VOCABULARY INSTRUCTION FOR FIRST-GRADE STUDENTS Order No. DA8203796

WOOD, JACALYN KAY, PH.D. *Miami University*, 1981. 81pp.

The purpose of this study was to determine the effectiveness of hand puppetry in reading vocabulary development among first-grade students. It was hypothesized that: (1) there will be no significant differences in the mean pretest-posttest improvement scores for students given teacher reading vocabulary instruction with hand puppetry, and (2) there will be no significant difference in the mean pretest-posttest improvement scores for the boys given teacher reading vocabulary instruction with hand puppetry and the girls given teacher reading vocabulary instruction with hand puppetry.

The sample was 60 first-grade children from an Ohio city school district which composed an experimental and a control group.

Following the pretest of 75 reading vocabulary words, the students were given vocabulary instruction for the 75 pretest words. There were 21 fifteen-minute sessions during a seven-week period. In the control group, the words were presented using traditional methods. In the experimental group the words were presented using similar methods plus hand puppetry.

After completion of the 21 instructional sessions, a posttest, consisting ofthe 75 pretest words, was administered to each student by the test administrator. Additional data concerning the students' Metropolitan Reading Readiness Test stanines and chronological ages were collected.

The data were analyzed by means of analysis of covariance. The pretest scores, Metropolitan Reading Readiness Test stanines, and chronological age were used as covariates. The dependent variable was improvement represented by the posttest score minus the pretest score. The dependent variable was analyzed to determine group, classroom, and gender differences.

The results indicated that there were no significant differences between the improvement scores of the experimental and control groups. The data analysis indicated that there was a classroom effect which was significant. Additionally, the results indicated no significant difference in the improvement scores for boys and girls and no group/gender interaction effect. Both null hypotheses could not be rejected.